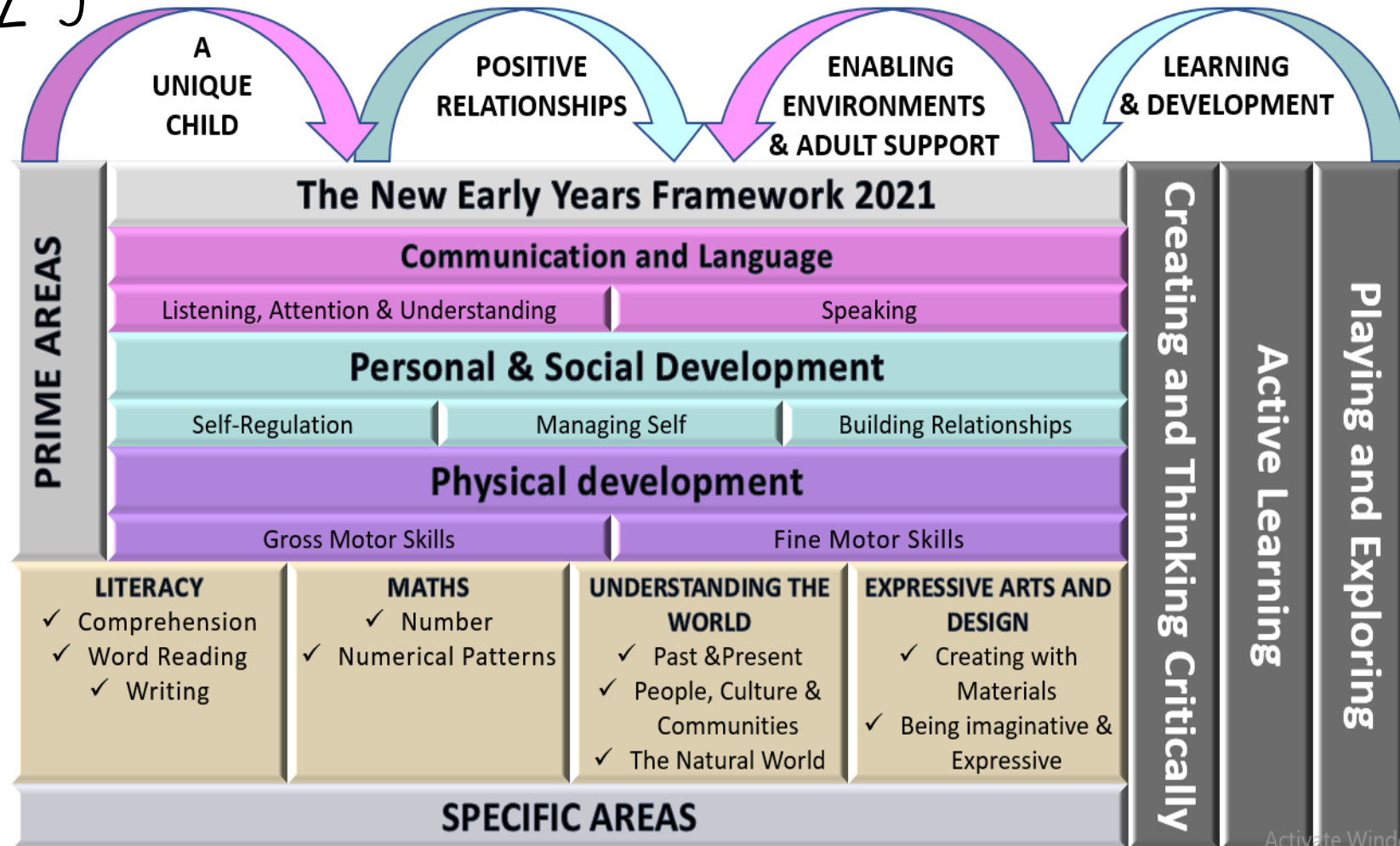


# RECEPTION LONG TERM PLAN 22-23

*We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At Saint George's, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year.*

*Children will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children wherever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children's learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21' & children's interests. We follow Quigley Essentials Curriculum for all foundation subjects.*



# RECEPTION LONG TERM PLAN 22-23



AUTUMN

1

AUTUMN

2

SPRING

1

SPRING

2

SUMMER 1

SUMMER 2

## GENERAL THEMES

### ALL ABOUT ME!

Starting school / my new class / New Beginnings  
 People who help us / Careers  
 Staying healthy / Food / Human body/Growth  
 How have I changed?  
 My family / PSED focus  
 What am I good at?  
 How do I make others feel?  
 Being kind / staying safe  
**50 things – Plant it, Grow it, Eat it.**

### TERRIFIC TALES!

Traditional Tales  
 The Nativity  
 At the Panto  
 Christmas Lists  
 Letters to Father Christmas  
**50 things – write a letter and post it/know my address**

### WONDERFUL WILDLIFE!

Life cycles  
 Animals around the world  
 Climates  
 Animal Arts and crafts  
 Animal patterns  
**50 things – barefoot walk**

### COME OUTSIDE!

Plants & Flowers  
 Weather / seasons  
 Camouflage/animal patterns  
 The great outdoors  
 Forest School  
 Map work  
**50 things – picnic in the park.**

### TICKET TO RIDE!

Around the World  
 Where in the world have you been?  
 Where do we live in the UK / world?  
 Fly me to the moon!  
 Vehicles past and present  
 Design your own transport!  
**50 things – build a home for a wild animal.**

### FUN IN THE SUN!

Under the sea  
 Off on holiday / clothes  
 Where in the world shall we go?  
 Send me a postcard!  
 Marine life  
 Seaside's in the past  
 Compare: Now and then!  
 Seaside art  
**50 things – toast marshmallows.**

## TEXTS

My Hair  
 The Dot  
 Owl Babies  
 Funny Bones  
**Non-fiction – Who are you?**

The Jolly Postman  
 Red Riding Hood  
 The Gingerbread Man  
 Christmas Story / Nativity  
 Rama and Sita – Diwali  
**Non-fiction – Toys and Games – ways into History.**

The Emperors Egg  
 The Very Hungry Caterpillar  
 The story of the little Mole  
 Dear ZOO  
**Non-fiction – Usbourne beginners' book of nature.**

Jasper's Beanstalk  
 Lila and the Secret Rain  
 Jack and the Beanstalk  
 One Plastic Bag  
**Non-fiction – Weather and seasons.**

The Lighthouse Keeper's Lunch  
 Mr. Gumpy's Outing  
 The Train Ride  
**Non-fiction – My first things that go.**

The Rainbow Fish  
 Out and about  
 Katie Morag's Island

## 'WOW' MOMENTS / ENRICHMENT WEEKS

Autumn Trail /Forest School  
 Remembrance Day  
 Harvest Time  
 Birthdays  
 Nature Scavenger Hunt

Guy Fawkes / Bonfire Night  
 Christmas Time / Nativity  
 Diwali  
 Hannukah  
 Black History Month  
 Remembrance day  
 Road Safety  
 Children in Need  
 Anti- Bullying Week

Visit to the beach  
 Chinese New Year  
 LENT  
 Love yourself day.  
 Shrove Tuesday/Ash  
 Wednesday/St David's Day/  
 Valentine's Day  
 Internet Safety Day  
 Chinese New Year – food tasting.

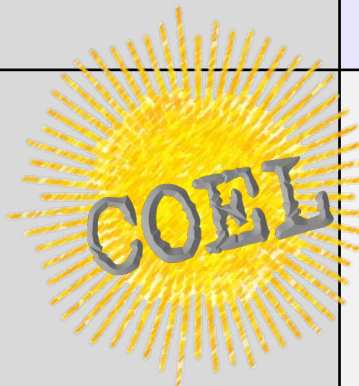
Walk to the park / Picnic  
 Easter time  
 Weather experiments  
 Weather Forecast videos  
 Mother's Day  
 Science Week  
 Eater Egg Hunt  
 Start Ramadan

Ramadan  
 Eid  
 St George's Day  
 King's Coronation

Fossil hunting  
 Father's Day  
 Heathy Eating Week  
 Pentecost

# RECEPTION LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	WONDERFUL WILDLIFE!	COME OUTSIDE!	TICKET TO RIDE!	FUN IN THE SUN!

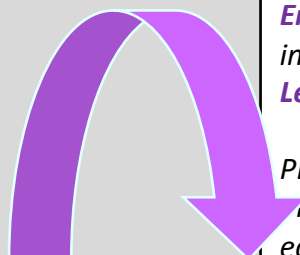


## Characteristics of Effective Learning

- Playing and exploring:** - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.
- Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.
- Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

- Unique Child:** *Every child is unique and has the potential to be resilient, capable, confident and self-assured.*
- Positive Relationships:** *Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.*
- Enabling environments:** *Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.*
- Learning and Development:** *Children develop and learn at different rates. We must be aware of children who need greater support than others.*

**PLAY:** *At Saint George's School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. Play is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.*



OVER  
ARCHING  
PRINCIPLES



# RECEPTION LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	WONDERFUL WILDLIFE!	COME OUTSIDE!	TICKET TO RIDE!	FUN IN THE SUN!
Communication and Language	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b>.</p>					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions.	<p><b>Welcome to EYFS</b> Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Sharing facts about me! All about me! Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”</p>	<p><b>Tell me a story!</b> Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary. Story sacks, terrific tales and story journeys.</p>	<p><b>Tell me why!</b> Using language well Ask’s how and why questions... Discovering Passions Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs. To enjoy non-fiction books.</p>	<p><b>Talk it through!</b> Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: “What colour is it? Where would you find it? Sustained focus when listening to a story. Play social games. Duck, duck goose and Simon Says. Forest School – Create Fairy doors.</p>	<p><b>What happened?</b> Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives</p>	<p><b>Time to share!</b> Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>
Daily story time						



# RECEPTION LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	WONDERFUL WILDLIFE!	COME OUTSIDE!	TICKET TO RIDE!	FUN IN THE SUN!
Personal, Social and Emotional Development	<p>Children’s personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b>, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b>. Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b>. Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention, as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b>, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b>. <b>The jigsaw curriculum is followed for PSHE throughout the year.</b></p>					
Managing Self	<p><b>Being me in my world</b> New Beginnings See themselves as a valuable individual. Class Rules and Routines Supporting children to build relationships Dreams and Goals</p>	<p><b>Celebrating difference</b> Getting on and falling out. How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p>	<p><b>Dreams and goals</b> Good to be me Feelings Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios. Basic Hygiene</p>	<p><b>Healthy me</b> What makes a good friend? Random acts of Kindness Looking after pets Looking After our Planet Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on</p>	<p><b>Relationships</b> Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p><b>Changing me</b> Taking part in sports day - Winning and losing Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</p>
Self - Regulation	<p>Show an understanding of their own feelings and those of others and begin to <b>regulate their behaviour accordingly</b>. Set and work towards simple goals, being able to wait for what they want and <b>control their immediate impulses when appropriate</b>. Give <b>focused attention to what the teacher says</b>, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>			<ul style="list-style-type: none"> <li>✓ Controlling own feelings and behaviours</li> <li>✓ Applying personalised strategies to return to a state of calm</li> <li>✓ Being able to curb impulsive behaviours               <ul style="list-style-type: none"> <li>✓ Being able to concentrate on a task</li> <li>✓ Being able to ignore distractions</li> <li>✓ Behaving in ways that are pro-social                   <ul style="list-style-type: none"> <li>✓ Planning                       <ul style="list-style-type: none"> <li>✓ Thinking before acting</li> <li>✓ Delaying gratification</li> </ul> </li> </ul> </li> </ul> </li> <li>✓ Persisting in the face of difficulty.</li> </ul>		



# RECEPTION LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	WONDERFUL WILDLIFE!	COME OUTSIDE!	TICKET TO RIDE!	FUN IN THE SUN!
Physical development	Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> . By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness, co-ordination and agility</b> . Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b> , which is later linked to <b>early literacy</b> . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b> .					
FINE MOTOR	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego
GROSS MOTOR	Cooperation games i.e., parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Weekly forest school sessions Provide regular reminders about thorough handwashing and toileting. Mile a day Beam	Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area Dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts for children to push and pull Mile a day Beam	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics / Balance Mile a day	Balance- children moving with confidence Dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. Mile a day	Obstacle activities Children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music Mile a day	Races / team games involving gross motor movements Dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics / Balance Mile a day
Weekly forest school session						



# RECEPTION LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	WONDERFUL WILDLIFE!	COME OUTSIDE!	TICKET TO RIDE!	FUN AT THE SEASIDE!
LITERACY	<p>It is crucial for children to develop a <b>life-long love of reading</b>. Reading consists of two dimensions: <b>language comprehension and word reading</b>. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b>. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (<b>decoding</b>) and the <b>speedy recognition of familiar printed words</b>. Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
Comprehension - Developing a passion for reading  Children will visit the school library termly.	<p>Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books</p>	<p>Making up stories with themselves as the main character. Encourage children to record stories through picture drawing and mark making</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read</p>	<p>Information leaflets about animals in the garden/plants and growing.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day</p> <p>Timeline of how plants grow.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>They develop their own narratives and explanations by connecting ideas or events</p>	<p>Stories from other cultures and traditions</p> <p>Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words.</p> <p>Parents reading stories</p> <p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p> <p>Role play area – book characters Pajamarama Day</p>	<p>Can draw pictures of characters/ event / setting in a story</p> <p>Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions</p> <p>Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> <p>Sort books into categories.</p>
	WORD READING	<p><b>Phonic Sounds:</b> Little Wandle phonics <b>Reading:</b> Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p>	<p><b>Phonic Sounds:</b> Little Wandle phonics <b>Reading:</b> Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words.</p> <p>Rhyming strings, common theme in traditional tales, identifying characters and settings</p> <p>Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell</p>	<p><b>Phonic Sounds:</b> Little Wandle phonics <b>Reading:</b> .</p> <p>Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</p>	<p><b>Phonic Sounds:</b> Little Wandle phonics <b>Reading:</b> Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books.</p> <p>Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</p>	<p><b>Phonic Sounds:</b> Little Wandle phonics :</p> <p><b>Reading:</b> Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower-case letters.</p> <p>Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.</p>



# RECEPTION LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	WONDERFUL WILDLIFE!	COME OUTSIDE!	TICKET TO RIDE!	FUN IN THE SUN!
WRITING	<p><b>Texts as a Stimulus:</b></p> <ul style="list-style-type: none"> <li>-Complexity of the narrator</li> <li>• My Hair by Hannah Lee</li> <li>- (Figurative Symbolic)</li> <li>• The Dot by Peter H Reynolds</li> <li>- Complexity of the plot</li> <li>- Owl Babies by Martin Waddell</li> <li>- Non-fiction – Who are you? By Smiriti Halls</li> </ul> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams</p>	<p><b>Texts as a Stimulus:</b></p> <p>Archaic - The Little Red Riding Hood. Archaic – The Gingerbread Man Archaic – The Three Little Pigs. Non – fiction – Toys and Games by ways into History.</p> <p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area.</p> <p>Help children identify the sound that is tricky to spell.</p> <p>Sequence the story</p> <p>Write a sentence</p>	<p><b>Texts as a Stimulus:</b></p> <p>Figurative/symbolic - The very hungry caterpillar by Eric Carle. Non-linear time sequence – The Story of the little mole by Werner Holzwarth. Non-linear time sequence – Dear Zoo by Rod Campbell. The Emperor's Egg by Martin Jenkins. Non – fiction – Beginner's nature books (set of 10) CVC words / simple sentence writing using high frequency words</p> <p>Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.</p> <p>Guided writing based around developing short sentences in a meaningful</p>	<p><b>Texts as a Stimulus:</b></p> <p>Archaic - Jack and the Bean stalk. Complexity of the narrator – Lila and the secret rain by David Conway. Narratively Complex – Jasper's Beanstalk by Nick Butterworth and Mick Inkpen Non-fiction – Weather &amp; Seasons – Oxford Owl</p> <p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Labels and captions – life cycles Character descriptions.</p>	<p><b>Texts as a Stimulus:</b></p> <p>Figurative/symbolic Mr Grumpy's Outing by John Birmingham. Figurative/symbolic - The Train Ride by June Crebbin. Non-linear sequence – The Lighthouse Keeper's Lunch by Ronda Armitage. Non-fiction – My first things that go.</p> <p>Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words.</p>	<p><b>Texts as a Stimulus:</b></p> <p>Figurative/symbolic - The Rainbow Fish by Marcus Pfisher – Poetry – Out and about by Shirley Hughes. Non-linear sequence – Katie Morag Island by Maira Hedderwick. Non-fiction - Look what I found at the seaside.</p> <p>Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description – Rainbow Fish</p>
Talk For Writing used as stimulus across the year						





# RECEPTION LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	TERRIFIC TALES	WONDERFUL WILDLIFE	COME OUTSIDE	TICKET TO RIDE	FUN IN THE SUN
MATHS	<p>Developing a <b>strong grounding in numbers</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, <b>'have a go'</b>, <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.</p>					
<i>Mathematics Mastery</i>	<p><b>Early Mathematical Experiences</b> Counting rhymes and songs Classifying objects based on one attribute •Matching equal and unequal sets •Comparing objects and sets. Subitising. •Ordering objects and sets / introduce manipulatives. Number recognition. 2D Shapes.</p> <p><b>Pattern and early number</b> Recognise, describe, copy and extend colour and size patterns •Count and represent the numbers 1 to 3 •Estimate and check by counting. Recognise numbers in the environment. A number a week.</p>	<p><b>Numbers within 6</b> Count up to six objects. •One more or one fewer •Order numbers 1 – 6 •Conservation of numbers within six</p> <p><b>Addition and subtraction within 6</b> Explore zero •Explore addition and subtraction <b>Measures</b> Estimate, order compare, discuss and explore capacity, weight and lengths</p> <p><b>Shape and sorting</b> Describe, and sort 2-D &amp; 3-D shapes •Describe position accurately</p> <p><b>Calendar and time</b> Days of the week, seasons •Sequence daily events</p>	<p><b>Numbers within 10</b> Count up to ten objects •Represent, order and explore numbers to ten •One more or fewer, one greater or less</p> <p><b>Addition and subtraction within 10</b> Explore addition as counting on and subtraction as taking away</p> <p><b>Numbers within 15</b> Count up to 15 objects and recognise different representations •Order and explore numbers to 15 •One more or fewer</p>	<p><b>Grouping and sharing</b> Counting and sharing in equal groups •Grouping into fives and tens •Relationship between grouping and sharing</p> <p><b>Numbers within 20</b> Count up to 10 objects •Represent, order and explore numbers to 15 •One more or fewer</p> <p><b>Doubling and halving</b> Doubling and halving &amp; the relationship between them</p>	<p><b>Shape and pattern</b> Describe and sort 2-D and 3-D shapes •Recognise, complete and create patterns</p> <p><b>Addition and subtraction within 20</b> Commutativity •Explore addition and subtraction •Compare two amounts •Relationship between doubling and halving</p> <p><b>Money</b> Coin recognition and values •Combinations to total 20p •Change from 10p</p> <p><b>Measures</b> Describe capacities •Compare volumes •Compare weights •Estimate, compare and order lengths</p>	<p><b>Depth of numbers within 20</b> Explore numbers and strategies •Recognise and extend patterns •Apply number, shape and measures knowledge •Count forwards and backwards</p> <p><b>Numbers beyond 20</b> One more one less •Estimate and count •Grouping and sharing</p>



# RECEPTION LONG TERM PLAN 22-23

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	WONDERFUL WILDLIFE!	COME OUTSIDE!	TICKET TO RIDE!	FUN IN THE SUN!

## Understanding the world RE / Festivals

Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.

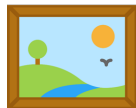
They will begin to understand and value the differences of individuals and groups within their own community.

Children will have opportunity to develop their emerging moral and cultural awareness.

Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

<ul style="list-style-type: none"> <li>○ <b>Geography</b></li> <li>○ Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.</li> <li>○ Map of our school – investigate school outside/inside.</li> <li>○ Introduce to maps and how to get to different places around the school.</li> <li>○ Create their own home and house.</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Geography</b></li> <li>○ Walking around our local area.</li> <li>○ Interpreting maps</li> <li>○ Walking to church at Christmas what can you see?</li> <li>○ Posting a letter to Father Christmas – using directional language to find objects on a map. (BEEBOTS)</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Geography</b></li> <li>○ Continuing to look at local area maps.</li> <li>○ Compare rural and coastal environments.</li> <li>○ A trip to the beach to support.</li> <li>○ Use lots of 'I wonder questions...</li> <li>○ Comparison of animal habitats.</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Geography</b></li> <li>○ Local area maps</li> <li>○ Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there.</li> <li>○ Change in living things – Changes in the leaves, weather, seasons,</li> <li>○ Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather.</li> <li>○ Look for children incorporating their understanding of the seasons and weather in their play.</li> <li>○ Where do we live?</li> <li>○ Look at word maps, globes, where have we been on holiday?</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Geography</b></li> <li>○ Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found.</li> <li>○ Environments – Features of local environment. Maps of local area. Comparing places on Google Earth – how are they similar/different?</li> <li>○ Provide children with materials to create different environments.</li> <li>○ Can children differentiate between land and water.</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Geography</b></li> <li>○ Provide a toy for children to describe the area and talk about local areas and maps.</li> <li>○ Design orienteering activity/map</li> <li>○ Show the map, find the toy, bring it back.</li> </ul>
<ul style="list-style-type: none"> <li>○ <b>History</b></li> <li>○ Growth, Humans &amp; Plants</li> <li>○ Children growing time/change</li> <li>○ Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</li> <li>○ Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.</li> <li>○ Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</li> <li>○ Festival timelines and discuss</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>History</b></li> <li>○ Sequencing stories in chronological order.</li> <li>○ Using expression such as 'once upon a time and a long time ago'.</li> <li>○ Within texts use past, present, and future language.</li> <li>○ Daily timetable with time words.</li> <li>○ Can talk about what they have done with their families during Christmas' in the past.</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>History</b></li> <li>○ Asking questions such as What did you do first today? What are you doing later? What comes next?</li> <li>○ Listening to stories and placing events in chronological order.</li> <li>○ Discuss festival timelines.</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>History</b></li> <li>○ Discuss the festival timeline so far, next etc.</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>History</b></li> <li>○ Continue to add to festival box.</li> <li>○ Use time related vocab and refer to the festival timeline.</li> <li>○ Transport and different types – how it has changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>History</b></li> <li>○ Talk about the origins of festivals in the past.</li> <li>○ Talk about how they have changed and developed over time.</li> <li>○ Make comparisons between then and now.</li> <li>○ Look at the start of year r to now.</li> </ul>

# RECEPTION LONG TERM PLAN 22-23

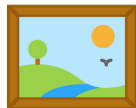


	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	WONDERFUL WILDLIFE!	COME OUTSIDE!	TICKET TO RIDE!	FUN IN THE SUN!
Expressive Arts and Design	The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b> . It is important that children have regular opportunities to <b>engage with the arts</b> , enabling them to explore and play with a wide range of <b>media and materials</b> . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b> . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Giving children an insight into new musical worlds. Inviting musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	ART	ART	ART	ART	ART	ART
	'The noisy paintbox' about the artist 'Wossily Kandinsky'. Exploring abstract art through a variety of media. – Pastels, collage, paint. (New media and theme each week.) Using tools for a purpose and teaching the skills of each tool. Self-portraits.	'The noisy paintbox' The artist 'Wossily Kandinsky'. Exploring abstract art through a variety of media. – Pastels, collage, paint. (New media and theme each week.)  Using tools for a purpose and teaching the skills of each tool.  Self-portraits.  Firework pictures, Christmas cards, Divas, Christmas songs/poems	Georgia O'Keefe Text – 'Through Georgia's eyes'  Exploring her patterns and techniques with colours and flowers.  Use the natural world to recreate her art.  Symmetrical butterflies	Making comparisons between the two artists. Similarities and differences.  Compare own art to the artist.  Make own season and weather art.  Mother's Day crafts Easter crafts	Read 'Meet Barbara Hepworth' -Represent their own feelings through art. - Explore clay. - Introduce children to modelling tools and techniques. - Forest School Sculptures.	Plan own sculpture Create own sculpture Comparing Describe Equipment used? Change it? Review?  Paper plate jellyfish  Salt dough fossils Father's Day Crafts
DT	DT	DT	DT	DT	DT	
Exposure to joining techniques with tape, glue etc. Use outdoor environment to explore joining with pipes and blocks. What do you notice? What do you think will happen? Building homes.	Use different textures and materials to make houses for the three little pigs.  Investigating building we see on our walk around the local area.  Build towers and explore, which bricks are best suited etc.	Making lanterns, Chinese writing, puppet making, Chinese music and composition Plan a building they wish to create. How will you make it stand up? What resources will you use? What connectors will they use? Children to build their building. Measure the building.	Exploring natural and everyday objects. Sorting and grouping and comparing building knowledge.	Maria Frazee - The rollercoaster marble run. - Design test and tweak. - Use ramps and balls, how can they go faster. - Cardboard tubes which is best? - Offer a variety of ramps, balls, tubes children to decide what they think will work best	Lighthouse designs Design/make/evaluate (task following on from skills etc)	

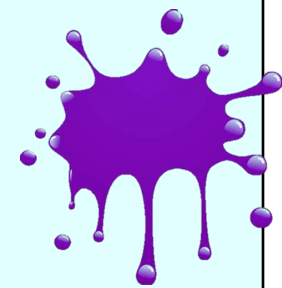
*Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.*



# RECEPTION LONG TERM PLAN 22-23










	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TERRIFIC TALES!	WONDERFUL WILDLIFE!	COME OUTSIDE!	TICKET TO RIDE!	FUN IN THE SUN!
Expressive Arts and Design	<u>FOREST SCHOOL</u> Nature Portraits Scavenger Hunt Potion Making	<u>FOREST SCHOOL</u> Leaf Graphs Leaf Crowns Tree Rubbings	<u>FOREST SCHOOL</u> Pine Cone Bird Feeders Stick Hedgehogs Nature Hearts	<u>FOREST SCHOOL</u> Animal Prints Spring Scavenger Hunt Walk barefoot in the leaves or balance and hop along the stumps.	<u>FOREST SCHOOL</u> Build a home for a wild animal. Create a fairy door. Bug hotel	<u>FOREST SCHOOL</u> Toast marshmallows Den Building Bug Hunting
	<u>ROLE PLAY AREA</u> Home Corner Dentist/Drs	<u>ROLE PLAY AREA</u> Bakers Christmas Grotto	<u>ROLE PLAY AREA</u> Vets Groomers/Hairdressers	<u>ROLE PLAY AREA</u> Greengrocers Jack and Beanstalk/Growing seeds etc.	<u>ROLE PLAY AREA</u> Train Station (outside) Space shuttle (inside) Mechanics/toolkits/	<u>ROLE PLAY AREA</u> Travel Agents Garden Centre



# RECEPTION LONG TERM PLAN 22-23

## EARLY LEARNING GOALS – FOR THE END OF THE YEAR

 <b>COMMUNICATION AND LANGUAGE</b>	 <b>PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT</b>	 <b>PHYSICAL DEVELOPMENT</b>	 <b>LITERACY</b>	 <b>MATHS</b>	 <b>UNDERSTANDING THE WORLD</b>	 <b>EXPRESSIVE ARTS AND DESIGN</b>
<p><b>ELG: Listening, Attention and Understanding</b></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>ELG: Speaking</b></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p><b>ELG: Self-Regulation</b></p> <p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>ELG: Managing Self</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p><b>ELG: Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p><b>ELG: Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p><b>ELG: Number</b></p> <p>Have a deep understanding of numbers to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>ELG: Numerical Patterns</b></p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><b>ELG: Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>ELG: The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><b>ELG: Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>